

**Tool #1: Assessment Task Analysis**  
**Protocol Step 1**  
**Reviewer's Template**



Task/Assessment Name: \_\_\_\_\_

Developer/s: \_\_\_\_\_ School: \_\_\_\_\_

\_\_\_\_\_ School: \_\_\_\_\_

Date Developed: \_\_\_\_\_

Reviewer/s: \_\_\_\_\_  
\_\_\_\_\_

Date Reviewed: \_\_\_\_\_

1. Read through the Task and support materials (content/performance standards, teacher guide, etc.)

--I identify Vermont Framework Standards Addressed:

\_\_\_\_\_

--I identify Vermont Grade Expectations or Local Learning Goals Addressed:

\_\_\_\_\_

2. Circle the type of assessment:    Pre-assessment    Ongoing (formative) Assessment

Culminating (summative) Assessment

3. For each question, performance or product required by the task, describe what you would expect to see in the student work if the student were successful in the task.

Question/Item # \_\_\_\_\_

4. Depth of Knowledge (circle one): **(See DOK Document)**

Webb Level 1      Webb Level 2      Webb Level 3

5. Part of the Grade Expectation(s) most strongly elicited by the question.  
a. *What do students need to know?* (GE and content)

b. *How clearly does this item ask students to show this understanding?*

**Comments:**

6. Pre-requisite skills and knowledge students need to be successful: *Are the pre-requisite skills clearly and correctly identified in the Scoring Guide?*

**Comments:**

7. Universal Design **(See Universal Design Document)**: *Are there any additional issues with this question that might prevent student access?*

**Comments:**